

Implementation of Behavioral Counseling Theory with Mechanical Behavior Assertiveness Training in Improving Students To Receive Feedback from Others through Lesson Study in Sukasada

Omegatjefco Delha Ndoen¹, I Ketut Gading², I Ketut Darsana³
omegandoen@gmail.com¹, ketutgading35@gmail.com², profdarsana@yahoo.com³

Universitas Pendidikan Ganesha, Indonesia¹²³

Abstract. This study aims to Determine the effectiveness of behavioral counseling in improving the behavior of students receiving advice from others with cognitive-behavioral counseling theory with modeling techniques to improve student behavior. The research was conducted using a sample of 20 students taken from 32 students. Data collection in this study uses a questionnaire. Then the results from the questionnaire were analyzed based on the product moment and t formulas, and it can be concluded that $t_{count} = 4.31 > t_{table} = 2.02$, that H_0 is rejected and H_a is accepted. It was concluded that there was effectiveness in counseling using cognitive-behavioral modeling techniques in improving the behavior of students receiving advice from others.

Keywords: behavioral counseling, modeling, lesson study

1 Introduction

Based on the observations of 32 students study the researchers looked at 20 students showing symptoms demonstrating the attitudes students were self-deference negative. The study found 16 other students had symptoms like that is easy to develop the talent that is positive. Thus symptoms such as students can be said to exhibit the symptoms "self-deference."

1.1 Receiving Advice From Others

Receiving advice from other people is an act open to try to accept Britain and suggestions from others related to us in terms of appearance, behavior and way of thinking. There have been many examples of what we can see of the action take advice from other people, one of which is when we were in school. As a student who is studying to be sure, we're repairing themselves and improve themselves is a unity that cannot be separated from the suggestions and criticisms, and therefore, become important for us to afford and able to accept criticism and suggestions of others, and especially as a student in school [1-5]

Halle Berry says that "you are not entitled to be praised if you cannot accept criticism." It was submitted Berry at the awards ceremony in the Oscar in 2004. Berry conveys about the

criticism during a huge event took place. Certainly, critics have an important role in his life. Here are a few things as the importance of accepting criticism.

- We know the shortage.
Every human being is not there to be a perfect private. Therefore, every human being definitely has its drawbacks. Because that is the importance of criticism. We so can find out. What are the shortcomings us in doing something in this life.
- Correcting errors
We have received our criticism. We hear well from others about our shortcomings. It is that we can make a basis in fixing it. Indeed, we as human beings no one is perfect. However, with the criticism, we can become a better person again. Because all her life, would not be enough time already, and we are in a fix ourselves.
- Better than Others
We can be better than others. Because usually criticized by other than by revealing our shortcomings, of course, also to compare ourselves with others. We can measure how our capabilities with the ability of others to the receipt of the criticism. So then we can become personally more advanced than others.
- self-control
If we are able to accept criticism, means one more thing we have done is to control ourselves. Because in general, criticism is something negative things about ourselves. Surely by being able to accept criticism means we've won over ourselves to control ourselves.

1.2 Theory of Behavior

View of life counseling theories Cognitive Behavioral that every human being needs a change and will experience a change in behavior as a result of the interaction between stimulus and response in other words, learning is, the changes experienced by the client or the student in the process of developing its ability to improve the behavior in a way as a result of interaction between new stimulus and a response is obtained. [3-9] theory behavioral could be related to BK, it can be concluded as follows:

- so that students can motivate / actualize itself in order to transform itself into a business and the process of developing the potential of students by ability.
- by studying the behavioral theory, students can get to know aspects - aspects of himself and can accept his situation more objectively.
- To help students express various aspects of himself.
- help students to be able to change his behavior

1.3 Assertive's techniques

According K. Dharsana (2016) assertiveness technique is a way to introduce and counselors provide a model that has a high student behavior to be able to do that, students were asked to replicate the model that has been provided by counselors [1-13] in some way suggests modeling techniques are used by counselors to improve student behavior through characterization, characterization is such characterizations through the film, a character's imagination (imaginary), and so forth. Modeling also called mimesis (imitation), which indicates that the observed behavior of other people, imitated, more an imitation of what is seen and observed. The process of learning through observation may indicate the occurrence

of the learning process after observing the behavior of other people. To improve students' self-deference researchers used modeling techniques. Mechanical modeling is not just imitating or repeating what does the models (others), but modeling involves the addition or subtraction of the observed behavior, various observations, involves the cognitive.

2 Methodology

From the preliminary data obtained, some students showed a low deference Self Application of self-deference, can be done by using a behavioral theory and modeling techniques sociodramas techniques or psychodrama. Students can be trained in the communications standards (smiles, greetings, greetings, getting). Trained way good communication, courteous, effective, and communicative. Applications in this private field which effects on one individual to gain confidence and be able to persuade that person, let's say a student is being confided in her is B, he dared to tell all that because B has the properties of sympathy for A. This study took a number of sample's students who demonstrate the criteria of medium and low self-deference many as 20 students. To collect data on self-deference students and to obtain accurate data from this study using multiple data collection techniques along with each device data collection, namely: (1) Questionnaire, (2) Methods of Observation, (3) Interview Method, (4) Diary.

3 Results and Discussion

Deference very effective self-RPBK implemented in schools. Judging from the questionnaire score, score diary, and student responses from a daily journal of ever increasing. It is also seen from the behavior of self deference students that started to change as: the student is able to provide assistance to others. Students get encouragement from others to achieve a clear result. A person needs to have a sympathetic nature to help others. In the process of applying behavioral counseling Ivan Pavlov using modeling techniques in improving self-determination, counselors are required to plan and implement the process in accordance with the procedures and steps in the counseling technique. Counselors are also required to be creative by providing new innovations in conducting counseling services in order to make counselees interested in following the service process so that the problems experienced can be disclosed openly and get problem solving in accordance to the needs of the counselee. The class action processes given many obstacles were obtained, but with all seriousness and seriousness from the researchers, all the obstacles in blocking the research process could be overcome. Apart from the seriousness and seriousness of the researcher, there is also interference from people around the researcher who provide support for the implications for BK teachers or counselor is to provide more planned and systematic counseling services in accordance with the procedures and steps in the counseling technique. In addition, counselors must be more active in seeking information and adding insight into new things in order to enrich themselves with more varied counseling techniques and can be applied in counseling services in schools. Counselors as counselors in schools must be able to facilitate and direct the counselee in accordance with their potential and also help reveal and assist in resolving counselee problems both in the personal, learning, social and career fields to the fullest. With the right technique and in accordance with the characteristics of the

counselee's problems, the counseling service process will run effectively and efficiently. With t_{count} , then then t_{count} is compared to t_{table} price if the error rate is set at $t_{table} = 1.679$. t_{count} is greater t_{table} , ($4.31 >$ so H_0 is rejected, and H_a is So there are differences significantly, the value of the student questionnaire before being given service and after being given service. After being given the value service the student questionnaire in the working sample increased. So with that it can be stated that Giving Services in training has influence on increasing the value of student questionnaires. The implication for BK teachers or counselors is that they should provide more planned and systematic counseling services in accordance with the procedures and steps in counseling techniques. In addition, counselors must be more active in seeking information and adding insight into new things in order to enrich themselves with more varied counseling techniques and can be applied in counseling services in schools. With the right technique and in accordance with the characteristics of the counselee's problems, the counseling service process will run effectively and efficiently.

Table 1. Results of T-Test Indicator 1

Data	X	σ	t_{count}	t_{table}	Information
Pre Test Male	14,20	2,66	1,70	1,67	Significant
Post Test Male	17,00	1,76	1,70	1,67	Significant
Pre Test Woman	14,38	2,53	3,63	1,67	Significant
Post Test Woman	16,63	1,76	3,63	1,67	Significant

Indicator one that reads Receive suggestions from others on self-deference of students X AP 3 Vocational High School 1 Male and female Sukasada proved significant means having a high self-deference. This means that the student has the behavior of accepting suggestions from others

Table 2. Table of Frequency of Men and Women Indicator 1

Indicator 1	High		Low	
	F	%	f	%
Receive suggestions from others	19	15%	25	20%
Village Men	10	63%	13	20%
Village Women	9	56%	12	19%

Table 3.

Indicator 1	Mean	SD	High Score	Low Score
Receive suggestions from others	0,59	0,78	15	20
Village Men	0,59	0,8	63	20
Village Women	0,56	0,74	56	19

4 Conclusion

The results showed that students who take the self-deference behavioral counseling Ivan Pavlov Repeated Expression further improved using modeling techniques of the students who were in the control group. Based on this statement, we can say that behavioral counseling Ivan Pavlov Repeated Expression using appropriate modeling techniques applied in schools. Application of behavioral counseling Ivan Pavlov using a modeling technique has implications for the planning and development of guidance and counseling service's model in terms of techniques and procedures of service activities provided to the counselee. From the analysis toin the study, the results of which dipper found that counseling services will be more effective if counselees in pleasant behavioral counseling services facilitated by Ivan Pavlov using modeling techniques.

References

- [1] Aini, N., Fatmaningrum, W., & Yusuf, A. (2011). Upaya Meningkatkan Perilaku Pasien Dalam Tatalaksana Diabetes Mellitus Dengan Pendekatan Teori Model Behavioral System Dorothy E. Johnson. *Jurnal Ners*, 6(1), 1–10. Retrieved from <http://210.57.222.46/index.php/JN/article/view/579/579>
- [2] Angganantyo, W. (2014). Coping Religius Pada Karyawan Muslim Ditinjau Dari Tipe Kepribadian. *Jurnal Ilmiah Psikologi Terapan*, 2(1), 50–61. <https://doi.org/10.22219/JIPT.V2I1.1769>
- [3] Anna-kaarina, G., & Pirjo, M. (2011). Työpajan merkitys oppimisessa. Retrieved from https://www.theseus.fi/bitstream/handle/10024/29238/Gardemeister_Miikki.pdf?sequence=2&isAllowed=y
- [4] Anthony, W. A. (1993). Recovery from mental illness: The guiding vision of the mental health service system in the 1990s. *Psychosocial Rehabilitation Journal*, 16(4), 11–23. <https://doi.org/10.1037/h0095655>
- [5] Antonio Calvani, A. F., & Sarti, M. C. P. e L. (2017). Come costruire conoscenza in rete? Retrieved from https://www.researchgate.net/profile/Luigi_Sarti/publication/236012454_Come_costruire_conos_cenza_in_rete/links/00b49515fffa8d3dc1000000.pdf#page=197
- [6] Bandura, A. (1991). Social cognitive theory of self-regulation, 50, 248–287. Retrieved from <http://www.uky.edu/~eushe2/BanduraPubs/Bandura1991OBHDP.pdf>
- [7] Bandura, A. (1998). Health Promotion from the Perspective of Social Cognitive Theory. *Psychology and Health*, 13, 623–649. Retrieved from <https://www.uky.edu/~eushe2/Bandura/Bandura1998PH.pdf>
- [8] Bandura, A. (1999). Social cognitive theory: An agentic Albert Bandura. *Asian Journal of Social Psychology*, 2(1), 21–41. <https://doi.org/10.1111/1467-839X.00024>
- [9] Bandura, a, Barbaranelli, C., Caprara, G. V, & Pastorelli, C. (2008). (Perspektif Teori Kognitif Sosial dan Implikasinya terhadap Pendidikan) Abd . Mukhid. *Child Development*, 72(1), 187–206. Retrieved from <http://www.ncbi.nlm.nih.gov/pubmed/15350854>
- [10] Baranova, S., & Kaļķe, B. (2012). Docētājiem Nepieciešamās Kompetences Pedagoģijas Studentu Skatījumā Competences needed for the university faculty in view of pedagogy students, I, 205–216. Retrieved from <http://journals.rta.lv/index.php/SIE/article/viewFile/41/39>
- [11] Benight, C. C., & Bandura, A. (2004). Social cognitive theory of posttraumatic recovery: the role of perceived self-efficacy. *Behaviour Research and Therapy*, 42, 1129–1148. <https://doi.org/10.1016/j.brat.2003.08.008>

- [12] Borgetto, B. (2004). *Selbsthilfe und Gesundheit - Analysen, Forschungsergebnisse und Perspektiven in der Schweiz und in Deutschland Zusammenfassung*, 8. Retrieved from http://www.pallnetz.ch/cm_data/Selbsthilfe_Zusa-Borgetto-web-2004-11-08.pdf
- [13] Care, C. E., Panfilis, L. De, & Tanzi, S. (2012). Using Sociodrama and Psychodrama To Teach, 15(9). <https://doi.org/10.1089/jpm.2012.0030>